Katy Wisser

EDT 514 – Fall 2012

December 2, 2012

Learning Activity #4: Grammar Review Podcasts

**Activity Description**

My 6th grade English students will create podcasts for the different lessons within each grammar lesson. I would provide a list of topics/ideas for groups to pick from. I would ideally like to have students work in pairs to complete this assignment. First I would have students write out a script for me to look over before they record their podcast. The writing would take place in-class so students can work together. The podcast would also have to be recorded in school. This would probably take place in the library or smaller computer lab setting outside of our classroom where the background noises would not threaten the quality of the podcast. I would have to show students how to record a podcast. A narrative video or demonstration would probably be most suitable for my students to be successful with learning about podcasting.

**Learning Objectives**

My 6th grade English students will participate in this activity. They will practice and demonstrate the following skills and knowledge:

* Summarize key ideas from the lesson
* Write a script for the podcast including each speaker and his/her words
* Include original examples of the grammar topics to further explanations
* Focus on voice projection, inflection, and correct pauses while speaking
* Collaborate with a partner

**Technology Integration**

Students will be in charge of what they want to present to their classmates. So often, I am the only person who reads their writing or sees their presentations of writing. In this case, technology allows students to not only display their knowledge in a personal way, but others are able to use and learn from the podcasts, too. A cool feature of using digital files is that students can access this helpful information whenever they need to since I will post it on our classroom Edline page. An important feature of podcasts is the fact that students and parents can access this information at home or other places outside of school compared to solely relying on textbook information. I no longer have to be the information giver; students can take part in their learning through the production of podcasts.

**Connection to Standards**

Common Core State Standards: Language Arts 6th Grade

* Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
* Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
* Use knowledge of language and its conventions when writing, speaking, reading, or listening.
* Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
* Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.

NETS for Students

* Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
  + Apply existing knowledge to generate new ideas, products, or processes.
  + Create original works as a means of personal or group expression.
* Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
  + Apply existing knowledge to generate new ideas, products, or processes
  + Create original works as a means of personal or group expression
  + Contribute to project teams to produce original works or solve problems
* Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
  + Identify and define authentic problems and significant questions for investigation.
  + Plan and manage activities to develop a solution or complete a project.
* Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations.
  + Understand and use technology systems.
  + Select and use applications effectively and productively.
  + Transfer current knowledge to learning of new technologies.

**Students’ Prior Knowledge**

These podcasts can be used as a smaller alternate assessment for students. As stated in the assessment section, I would evaluate students’ written script before allowing them to create their podcast as a presentation of their written work. With this in mind, students would be set up to successful record their podcast. A discussion and mini lesson regarding vocal expressions (clarity, speed, inflection) would also need to take place prior to having students record their podcasts.

**Content Knowledge**

I am very familiar with assigning and evaluating written work in regards to grammar content and English conventions. I rely on the students’ textbooks to convey written and oral English standards.

**Pedagogical Knowledge**

Allowing students to take part in their learning is an important feature of this specific activity. I do not necessarily need to lecture the students on what grammar information is important for them to know and use; students are being put in the driver’s seat! Also, by assigning different parts of the chapter or lesson, students are able to learn with and from each other, similar to a jigsaw group setting. Essentially students are able to become experts with their section and present this knowledge to the rest of their classmates. Designing an authentic learning experience encourages students to take pride and put forth effort in their podcasts. Students crave working with each other, so allowing them to productively collaborate meets their social needs, too.

**Technology Knowledge**

I have listened to podcasts in various settings and find them useful ways to comprehend information. I have never created a podcast myself, so creating such technology is very new to me. I would have to spend some quality time learning how to use the podcast software and how to convey this important information to my 6th grade students. Much preparation, on my part, must be made in advance in order for my students to be successful with this project. I do not feel intimidated by using something new and unfamiliar, but I know I will have to train myself prior to assigning this assignment to my students.

**TPACK Analysis**

By allowing students to create their own podcasts, I truly feel this activity promotes TPACK most effectively compared to my other learning activities. Our school is focusing on incorporating the new Common Core State Standards, and I strongly feel this technology activity closely relates to the standards which promote student created responses that highlight different types of technology. Podcasts would be an innovative way for students to display their knowledge compared to traditional pen/paper testing. Students essentially have a blank slate as to how they want to present their knowledge, so it is up to them to problem solve and create an authentic product. As previously mentioned in Pedagogy, students are able to become experts in their field to further help and relate to their classmates. With this in mind, content, pedagogy, and technology are definitely working together to further students’ learning.

**Assessment Plan**

I will use the following rubric to assess the students. The rubric categories are based on our school’s use of the 6+1 Writing Traits, and the students are very much accustomed to the format and terms on the rubric. My goal for all students is to be in the 3-4 range on the rubric. For those students who do not meet this goal in the writing portion/script for the podcast, I would want them to revise their work until they are able to demonstrate adequate knowledge of the subject matter to then present in the podcast.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **6th Pronoun Concept Map** | **4: Excelling** | **3: Achieving** | **2: Developing** | **1: Emerging** |
| **Ideas and Content** | 🞄All key words and vocabulary are explained. | 🞄Most key words and vocabulary are explained. | 🞄Missing a few key words and vocabulary explanations. | 🞄Lacking development in key words and vocabulary explanations. |
| **Organization** | 🞄Ideas are presented in an easy to read format.  🞄Each presenter contributed equal parts of the script. | | 🞄Ideas are presented in an unorganized or confusing format.  🞄Unequal contributions from presenters. | |
| **Sentences** | 🞄Original sample sentences are provided and complete. | | 🞄Sample sentences are missing and/or are presented as fragments or run-ons. | |
| **Word Choice** | 🞄All work is paraphrased. | 🞄Most work is paraphrased. | 🞄Many text examples are copied. | 🞄Little or none of the work is paraphrased. |
| **Conventions** | 🞄Few or no errors in grammar or spelling. | 🞄Few minor errors in grammar or spelling. | 🞄Many errors in grammar or spelling. | 🞄Numerous errors in grammar or spelling. |
| **Podcast Presentation** | 🞄Vocal expressions/pronunciations are clear.  🞄Presenter appropriately pauses when necessary.  🞄Presenter uses appropriate volume and speed.  🞄Presenter uses appropriate inflection when speaking different sentence types. | | | |